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ABSTRACT

The growth of interest in bilingualism since the 1960 edition of this bibliography has prompted this revision and update. Entries include scholarly articles, theses and dissertations, newspaper articles and books, and concern numerous aspects of bilingualism as it relates to education, intelligence, government and social relations. Publications are mainly in English or Welsh, and the list includes references from the end of the 19th century to 1970. A subject index is provided, for which the headings are: bilingualism in Wales, bilingualism in universities and colleges, other bibliographies, bilingualism in general (including research studies and methodology, intelligence, educational progress, and school programs and policies). (CHK)

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VOLUME 3

BILINGUALISM

A bibliography of 1000 references with special reference to Wales

DWYIEITHEG

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INTRODUCTION

This bibliography was prepared initially as a list of references for students and potential research workers specialising in the study of bilingualism at the University College of Wales, Aberystwyth. It was meant primarily for Welsh-speaking students concerned with the study and promotion of bilingualism in Wales but when the first International Seminar on Bilingualism in Education was held at Aberystwyth under the auspices of UNESCO in 1960, copies of it, published as a pamphlet, were presented to participants.

Since that time the Faculty of Education has received scores of requests for copies of the Bibliography and for guidance on the study of various aspects of bilingualism from students and research workers in many countries. For some years we were able to meet the demand from the extra copies printed for the UNESCO Seminar.

Requests for copies continued to arrive after the supply was exhausted and the Faculty authorised the preparation of a revised and extended bibliography to be published ten years after the publication of the original version.

During the decade there has been unprecedented interest in the study of bilingualism and in the promotion of more efficient methods of teaching second and foreign languages. It has come to be generally recognised that bilingualism is almost a necessity for a large and growing percentage of the world's population. Small nations and minority linguistic groups within nations are manifesting a desire to preserve their own languages almost everywhere. At the same time the value of certain languages, and of English in particular, for international communication is obvious. The complementary forces of nationalism and internationalism are promoting the spread and the study of bilingualism. States containing two fairly clearly defined linguistic groups are also seeking relief from inter-group tension by promoting the spread of bilingualism.

The growing interest in bilingualism and in bilingual education at international level prompts the compiler to repeat here in the English language much of what was written in the original introduction in the Welsh language.

We may still be without an adequate definition of 'Bilingualism'. It is sufficient to note here that a person who can use two languages orally without any apparent difficulty is regarded as bilingual. The term does not demand equal command of two languages nor an exceptional degree of competence

in either of them. Very few persons gain complete mastery of even one language but in a country that can be regarded as bilingual, such as Wales, one would expect to find a large number of persons with average command of two languages. An efficient system of bilingual education should enable the average child to gain effective command of two languages with very little more effort than is needed for the average child to gain average command of one language in a monolingual situation. *Ysgolion Cymraeg* ('Bilingual Schools' wrongly named 'Welsh Schools') appear to be achieving this goal in Wales.

The mere existence of terms such as Co-ordinate Bilingualism, Compound Bilingualism, Sequential Bilingualism, Simultaneous Bilingualism, Ambilingualism, Horizontal Bilingualism, Vertical Bilingualism, Permeable Bilingualism, Recessive Bilingualism and Ascendant Bilingualism reflect the growth of Bilingualism as a field of academic study, but no useful purpose would be served by attempting to present in this brief introduction a review of research work relevant to a fuller understanding of the meaning of Bilingualism, its significance for individuals and communities, and methods of achieving it.

This bibliography lists many contributions in the Welsh language that may be dismissed as being of very little relevance to the research worker but it was felt that they should be included for record purposes in the context of the growth of interest in the survival of the Welsh language during the last hundred years.

Much of the research work on bilingualism claimed to be of a scientific nature has been concerned with comparing the 'intelligence' and educational attainments of monolingual and bilingual children. More than a hundred investigations of that nature are listed in this bibliography. Some 80 per cent of such investigations suggest to their instigators that bilinguals are inferior, but, almost without exception, there are fundamental planning weaknesses that undermine the validity of any conclusions derived from such investigations. These weaknesses usually arise from dependence on inadequate instruments for testing and from failure to take into consideration important socio-economic differences and variations in the degree of educational stimulation in the groups compared. Investigators in general have not succeeded in isolating the factor of bilingualism. Neither have they been able to ensure that two groups compared are similar in every respect other than that one is bilingual and that the other is monolingual.

A survey of comparative investigations would indicate that the few large-scale and comparatively well-planned investigations tend to conclude that there are *no significant differences* between bilinguals and monolinguals in 'intelligence' and attainment. Some, notably Peal and Lambert's study of *The Relation of Bilingualism to Intelligence* (No. 667) indicate that bilinguals are superior an.)

proceed to examine the question why bilinguals have an advantage over monolinguals.

During the past decade there appears to have been a shift of enthusiasm among research workers in bilingualism from comparative studies to the study of sociological aspects of bilingualism and of the means of achieving bilingualism with the minimum of effort. In this context it may be relevant to quote from W. F. Mackey's review of John Macnamara's *Bilingualism and Primary Education* in *Language* 'To the patriot, survival of a national language is surely worth a few lessons in arithmetic'.

This revised edition of the Aberystwyth *Bibliography of Bilingualism* is presented as an aid to students and research workers in Wales and further afield at a time when pressure in favour of bilingualism appears to be growing. Small nations have become very reluctant to abandon their national languages. At the same time they have become very conscious of the need for widespread knowledge and command of one of the major languages of the world. The value of being able to draw from more than one national culture is becoming more and more apparent in an age of increased leisure. In many linguistic groups one language is needed for the preservation of what, for lack of a better word, is known as 'roots', for communicating with the group's historic past, and another language is needed to enable the group to live a complete life in terms of the cultural and economic life of the twentieth century, for communicating across modern international frontiers with the speed and efficiency demanded by our time and age. In such circumstances millions of individuals have to find linguistic equilibrium in bilingualism and the number is growing daily.

Jac L. Williams

St. David's Day 1971

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